



International College

ACADEMIC HONESTY POLICY

Introduction

To implement the Assessment Policy, the integrity of assessment must be assured. The procedures at International College aim to assure the community that assessment of learning is fair, valid, and reliable.

Procedures for Assuring Academic Honesty

Teacher / College Commitments

Transparency

- Negotiate and publish each learning and assessment plan with the performance standards and assessment design criteria on the portal
- Share with students and / or parents the interpretation and application of performance standards/descriptors
- Give students clear guidance about the nature of ethical practice
- Observe the same procedures as students

Fairness

- Design assessment types that provide students with opportunities to do their best
- Seek feedback from students on the application of assessment design plan
- Assess for learning as well as assessing learning
- Ensure assessment is embedded in learning activities and informs the planning of future learning activities
- Collect evidence in a range of ways to measure achievement against the performance standards/descriptors

Cooperation and responsibility

- Teachers negotiate the learning and assessment plan with students
- Coordinators approve the learning and assessment plan
- Teachers explain the processes used to verify that the material is the student's own work
- Teachers explain the requirements set out in the subject outline/guide or course

Comparability

- Internal and external confirmation/moderation of work is undertaken
- Adjustments to school based assessment grades made by the National Board are noted and

used for internal quality assurance processes

Operational manageability

- The College publishes processes for assuring the integrity of assessment
- The College publishes processes to verify that material is the student's own work
- The College requires parents and students to commit to the flexibility, the quality and the integrity of the College Senior School Program

Student Commitments

Transparency

- understand the performance standards that apply to the evidence of their learning.
- sign a declaration that the material they submit for assessment is their own work

Fairness

- adhere to the requirements at each stage of development of their work as prescribed by the National Board or their teacher, and present their work during the developmental stages according to these requirements
- adhere to the *General Regulations: MYP* and *General Regulations: DP*, and understand the implications of malpractice in the IB, especially in the DP.
- submit assessment work that is their own
- not permit any other student to copy their work
- not permit any other student to otherwise use their work (unless an assessment requires this)
- not use work of any other student (unless an assessment requires this)
- not use work of any others (unless an assessment requires this) in a situation that can be defined as undue assistance (e.g. tutors, family friends)
- not collude with another student or others to undertake an assessment (e.g. an investigative report or a survey)
- not duplicate work: this is defined as the presentation of the same work for different assessment components (unless an assessment requires this)

Cooperation and responsibility

- understand the processes required to verify that the material they provide for assessment is their own work
- submit all required work for each assessment type as outlined in the learning and assessment plan
- clearly identify and reference the ideas or words used in summative assessment tasks that are from another person's work. See the National Board website or the student diary (www.natboard.edu.ai) for the National Board's advice on how to avoid plagiarism, and guidelines for referencing

Operational comparability

- Understand that work not submitted cannot form part of their evidence of learning

- If a piece of work cannot be verified as a student's own work, a student may be permitted to complete an alternative and equivalent task under more closely supervised conditions, to substitute for the piece in question
- Understand that a student may have her marks or grades for assessment cancelled in the breach of a commitment
- In the situation where a student uses work of any others and fails to clearly identify and reference that piece of work or receives undue assistance for 10% or less of a piece of work, the mark or grade may be amended

Appeal a School-Based Assessment

International College's appeal process is aligned with the National Board. Legal guardians or students of legal age are able to appeal a decision made by the school or the National Board.

An appeal process is available when a legal guardian/student believes that the decisions or other actions taken in relation to the National Board's Policy and procedures have not been carried out in accordance with the published policies.

For school-based assessments, appeals are directed in the first instance to the principal of the school. Legal guardians/ students may appeal the decision of the principal or school by writing to the Chief Executive of the National Board, stating details of the decision or action being appealed and the redress sought.

Within 7 days of receiving a complaint, the Chief Executive initiates an investigation into the decision or delegates responsibility for this investigation. A letter is sent to the legal guardian/ student confirming receipt.

The investigating officer may take such actions as are necessary and may interview any parties involved in the complaint.

Although the aim of the appeal is to conciliate the matter wherever possible, the action or decision complained about may be confirmed, varied, overturned, or sent back for reconsideration. Any determination by the Chief Executive as a result of the investigation is binding on all parties.

Procedures related to appeals in the MYP and DP are described in the *General Regulations: MYP* and *General Regulations: DP*.